Student Engagement & Wellbeing Policy
Endorsed by School Council
2015

This document has been produced in consultation with the school community (School Council, Student Leadership, Parents and Staff)

To be read in conjunction with *Student Engagement and Inclusion Guidelines (DEECD)*.

Contents

1. School Profile

Alamanda College is an internationally minded community that provides a supportive, nurturing and challenging environment that encourages high expectations. The school is situated in the Alamanda estate, a part of the rapidly expanding growth corridor of Point Cook of the Wyndham municipality. The community is diverse with many of the families being first generation Australians.

This enables the school to truly embrace an international perspective throughout its curriculum design and delivery. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our academic, physical, social and emotional accomplishments.

Our aim is to develop inquiring, knowledgeable and caring young people who are lifelong learners by providing for individual differences and learning styles. We are committed to providing a safe, secure and harmonious school, where each student's self-esteem is fostered by positive relationships with students, staff and the wider community. We aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement. The ultimate aim is to develop personal qualities and attitudes that will enable students to face the challenges of the future with confidence.

Alamanda College understands the importance of encouraging and sustaining students' effective engagements with learning, well after the students have left school. In order to participate effectively in the 'information societies' of the new millennium, we recognize that an individual needs to be better informed, to have greater thinking and problem-solving abilities, to be more self-motivated, than ever before.

As a "thinking school", our teaching and learning program will involve all students from Kindergarten to Year 9, and introduces tools such as de Bono's Thinking Hats, Mind Mapping, DATT Tools, Socratic questioning methods and a variety of cognitive thinking processes and strategies that equip our students with the skills to navigate through an information rich future. The College teachers and students will integrate digital pedagogies throughout the curriculum. Digital pedagogies are new ways of working with learning and ICT to facilitate quality learning experiences for this generation of students. They support personalized and authentic learning and promote the ability to learn and understand within a global context and enable learning experiences to be broadened and depended.

Alamanda College is structured into sub-schools:

- Preparatory
- Year 1
- Year 2 and 3
- Years 4, 5 6
- Secondary School 7, 8, 9

Each sub- school has an Assistant Principal and Head of School to ensure that the school has a focus on each and every learner. In addition, the Secondary School has Mentor Teachers and curricular and extra-curricular leaders whose duties include the following:

1. To support the transition of students into the year level
2. To identify and provide support for the wellbeing needs of students
3. To liaise with staff, parents and Student Support Services Officers as necessary in support of individual and group student wellbeing matters
4. To collect and analyse student wellbeing data and report on student wellbeing matters
5. To support staff in the implementation of strategies which address student wellbeing needs

Mentor teachers meet with the students each day during Homeroom Sessions and deliver the Pastoral Care program to their group. The core values are taught explicitly using the teaching matrix of expected behaviours. Through these interactions mentor teachers can monitor students well-being and social and academic progress. The student well-being leader works with the Mentor teachers and classroom teachers to ensure that all students and particularly those at risk are identified and appropriate strategies are put in place.

To strengthen student engagement and wellbeing, Alamanda College has focused on and implemented the following initiatives:

- The mini- schools operate on different timetables to maximise the school facilities and provide a safe and harmonious play environment for all students out in the yard, given the circumstances at this time in the school development.
- Promoting 'It's not OK to be away' approach and monitoring student attendance regularly by following student absentees.
- Constructing and implementing essential agreements and consequences in all areas of the school between teachers and students.
- Creating a mini school structure to promote a focus on every child as a learner.

Students at Alamanda College are strongly encouraged to live up to the school's motto *" Dare to be Wise"*. Students respect academic success and embrace the ideal of achieving their potential. They are also expected to care for the school environment and to treat each other with courtesy and consideration. The excellent working atmosphere of the school is supported by Essential Agreements which is enforced strongly but sensitively.

2. Whole School Prevention

2.1 Student Engagement Statement

At Alamanda K-9 College we have a very strong Performance and Development Culture, and are fully committed to a continuous improvement model. We also believe that a positive school culture is firmly rooted in the development of strong relationships between all members of the school community. We believe that real engagement stems from a deep and genuine sense of belonging, and that positive learning outcomes will follow.

The School is committed to ensuring all students are able to learn in a safe, supportive, well-resourced and comfortable learning environment that is conducive to the pursuit of excellence. Students at Alamanda College will be supported to develop positive, respectful and productive relationships with other students and teachers.

At this school there are high expectations regarding student attendance at school and these are regularly communicated to students, parents and carers. Consistent and rigorous procedures monitor student attendance and ensure that follow-up occurs in a timely manner after an absence from school.

Alamanda College recognises the strong relationship between learning and student wellbeing. Our priority is to build and promote an effective learning and engaging environment. Alamanda College has whole school structures, programs and processes that are aimed at prevention and early intervention, to support student engagement and positive student behaviour. Implementation of the **School Wide-Positive Behaviour Support (SW-PBS)** is designed to build a positive culture of engagement based on positive behaviours and outcomes for all in the school community. The implementation of **SW-PBS** is supported with ongoing professional learning for staff. Catering for students' emotional needs is also a strong focus of professional learning.

Alamanda College promotes leadership skills in all of our students, supporting those in formal leadership positions and encouraging others to aspire to such positions. At all times students are expected to be role models in their daily interactions within the school and out in the community. The students will participate in school decision-making through the Student Representative Council and representation on the School Council. The student body, as a whole is called on to give feedback on their learning and the classroom strategies being used.

Parent participation is crucial in ensuring students enjoy success in their studies and the school is committed to further developing the three-way partnership between school, parents and students.

2.2 Student Engagement Structures

Alamanda College has put in place structures, programs, and processes to model and reinforce positive social behaviour. The school teaches behavioural expectations and rewards students for following them. The purpose of school-wide positive behaviour support (SW-PBS) is to establish a school climate in which appropriate behaviour is the norm for all students. It provides schools with a well-researched, evidence-based framework for improving the engagement of all students, including those with behavioural difficulties. It provides school communities with an effective, evidence-based approach to creating positive, safe and engaging school environments and focuses on three levels of implementation.
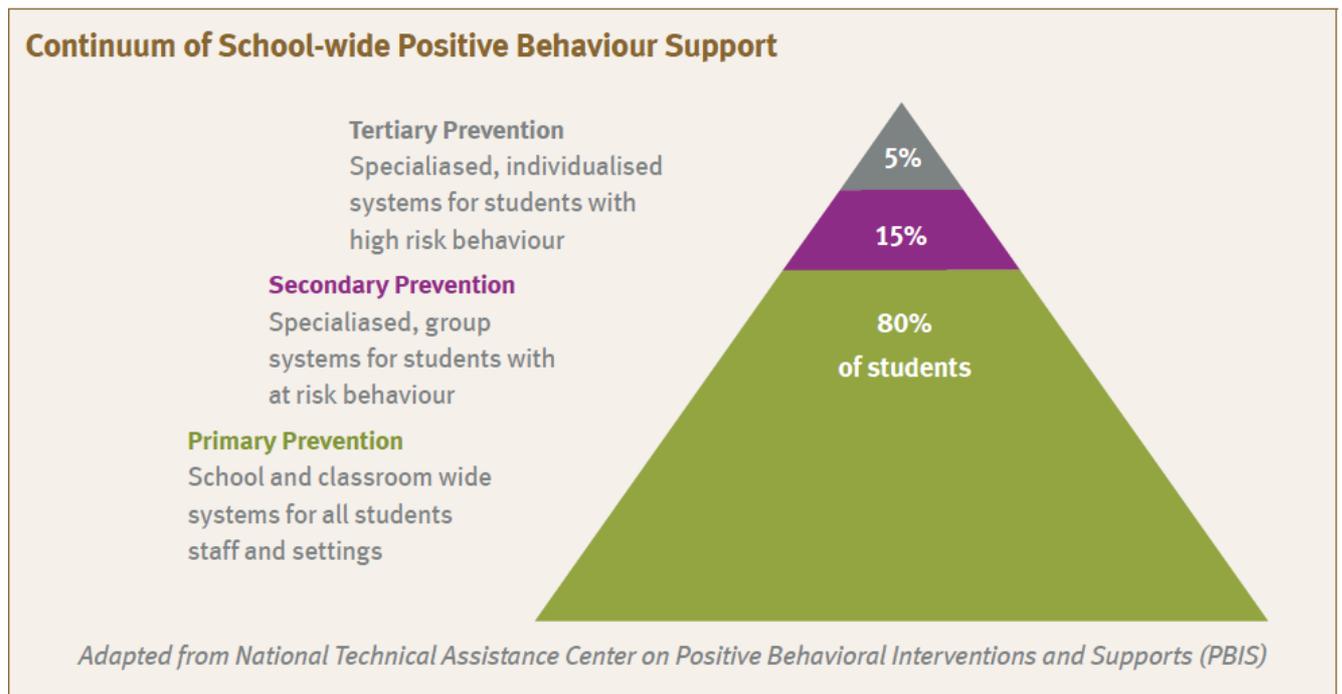
The continuum of SW-PBS

Primary prevention – a universal provision of school and classroom-wide systems for all students, staff and school community members. The aim is to provide highly predictable school and classroom environments through the establishment of school-wide expectations of all members of the school community, and implementation of school-wide behaviour management strategies that focus on empowerment rather than control.

Secondary prevention – specialised group systems for students who demonstrate at-risk behaviour.

Tertiary prevention – specialised and individualised systems of support for individual students who have not had their needs adequately met through universal and group support. This approach to behaviour management aims to create a positive, engaging and safe school environment, a culture of student competence and an open, responsive management system for school leaders, staff, students and parents/carers. The principles that underpin SW-PBS align with the Department's Effective Schools Model.

SW-PBS focuses on promoting:

• professional leadership
• establishment of shared vision and goals
• high expectations of all learners
• accountability – evidence-based systems and interventions
• learning communities
• stimulating and secure learning environments.

Continuum of School-wide Positive Behaviour Support

Tertiary Prevention
Specialiased, individualised systems for students with high risk behaviour — 5%

Secondary Prevention
Specialiased, group systems for students with at risk behaviour — 15%

Primary Prevention
School and classroom wide systems for all students staff and settings — 80% of students

Adapted from National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

	STRUCTURES	PROGRAMS	PROCESSES
PRIMARY PREVENTION	* adapting current pedagogical knowledge and thinking through meaningful learning experiences, through well developed enquiry research projects that have a strong international and global perspective. * Curriculum that is engaging and relevant and targeted at highly able learners and incorporates an elective program at Year 7-9. * student voice in the classroom through the use of thinking tools such as Hot Dots, Loss Function Analysis, PMI, Plus/Delta, Parking Lot, P3T etc. * Professional learning teams working together to develop curriculum and pedagogies that engage highly able learners * Professional learning time built into the staff meetings. * Students are grouped into Home groups and are allocated to Houses * Time allowance provided to staff undertaking associated duties that support engagement * Student rewards when expectations are met. * MYP awards given to students who embody the IB Learner Profile and recognize academic excellence and effort. * development of intensive literacy and numeracy improvement strategies and its implementation as part of the school improvement agenda.	* The House program supports students in their leadership aspirations, their connectedness to the school and to their peers and in reinforcing the school's core values * Pastoral Care Program for the explicit teaching of the Approaches to Learning Skills as well as expectations as outlined in the IB Learner Profile. * Secondary School Period 7 Program * Transition and Orientation program for Year 7 students * Managed Individual Pathways Program (MIPs Program) for Years 7-9 students * student leadership programs with a strong focus on developing leadership qualities of all students culminating in the year six school leaders program * Community Service Partnership Programs with community links.	* Classroom Essential Agreements are established by the teacher and students consistent with **IB Learner Profile and Attitudes.** * Leaders and PLT meets fortnightly to analyse behaviour reports and pastoral notes to identify needs and devise solutions to problems. * Home group / Mentor teacher closely monitors attendance and progress of the students in their homegroup * Mentor teachers manage and administer the year level and liaises with PLT leaders, Homegroup and classroom teachers in the area of student wellbeing and academic progress. * Parent Communication through interim and semester reports, newsletters and student led conferences. * student three way conferences for students to share goals and reflections with their parents proactively engaging * parents to be involved in the school's programs such as Literacy, Swimming, Performing Arts, Energy Breakthrough, Healthy Eating, Sport etc * Mentor teachers assist with subject selections in Year 9 through the MIPs Program
SECONDARY PREVENTION	* The analysis of behaviour reports identifies patterns and trends in groups of students. * Recognition of and response to the diverse needs of our students through the PSD Support program, EAL, Refugee Support, on-site counseling (in-house and through SSSO)	* Behavioural reports are recorded for students who do not meet behavioural expectations. * Behavioural reports are analysed for patterns and trends and problem solving occurs. * Academic support programs. * Social skills groups.	* Sub school meets fortnightly to analyse behaviour reports and pastoral notes to identify needs and devise solutions to problems. * Attendance officer follow-up after student absence from school. * Students identified through behavioural reports are supported by working with the Mentor teacher and student well-being leader with strategies that include: - more targeted social skills instruction - increased adult monitoring and positive attention - specific and regular daily feedback on their behavioural progress - additional academic supports, if necessary.

TERTIARY PREVENTION	* Individual students with specific and significant issues are identified through behaviour report analysis and pastoral care notes. In consultation with SSSO key contact, Assistant Principal and Student Well-Being Leaders issues are identified as social, emotional, mental health and mental illness.	Referrals are made to Royal Children's Hospital, Department of Human Services and General Practioners (for mental health plans). Other agencies used include: Headspace, Orygen, On-Psych or private counselling.	Students who are identified as being in the top tier are monitored at the school through: - highly individualized academic and/or behaviour intervention planning - school-family-community mental health supports. - check-in check-out, ·academic support, ·mentoring and a social skills group - SSSO key liaison person regular meetings

Whole School Values: As interpreted with a focus on learning
The Learner Profile:

The programme encourages students to become:

Inquirers—their natural curiosity has been nurtured and they actively enjoy learning

Thinkers—they exercise initiative in applying thinking skills critically and creatively to solving complex problems

Communicators—they receive and express ideas and information confidently in more than one language

Risk-takers—they approach unfamiliar situations without anxiety and have the confidence to explore new ideas

Knowledgeable—they have explored themes that have global significance and have acquired a critical mass of knowledge

Principled—they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice

Caring—they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others

Open-minded—they respect the values of other individuals and cultures and seek to consider a range of points of view

Well-balanced—they understand the importance of physical and mental balance and personal well-being

Reflective—they give thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses.

Students with Disabilities

Student Support:
All programs, including extra-curricular programs and sport, are offered to all students at Alamanda K-9 College. This is to ensure all children can participate in education and achieve their best.

Strategies that promote student improvement for students with disabilities include:
• providing children with a learning environment that best develops their potential
• supporting children in making the transition from preschool to school and from primary to secondary school, or to and from specialist settings
• involving children in programming and planning decisions through a Student Support Group
• supporting children to access programs that allow them to pursue achievable pathways.

Parent(s)/Carer(s) Support:
Strategies that promote student improvement for students with disabilities include:
• providing parent(s)/carer(s) with the choice of learning environments that best develop their child's
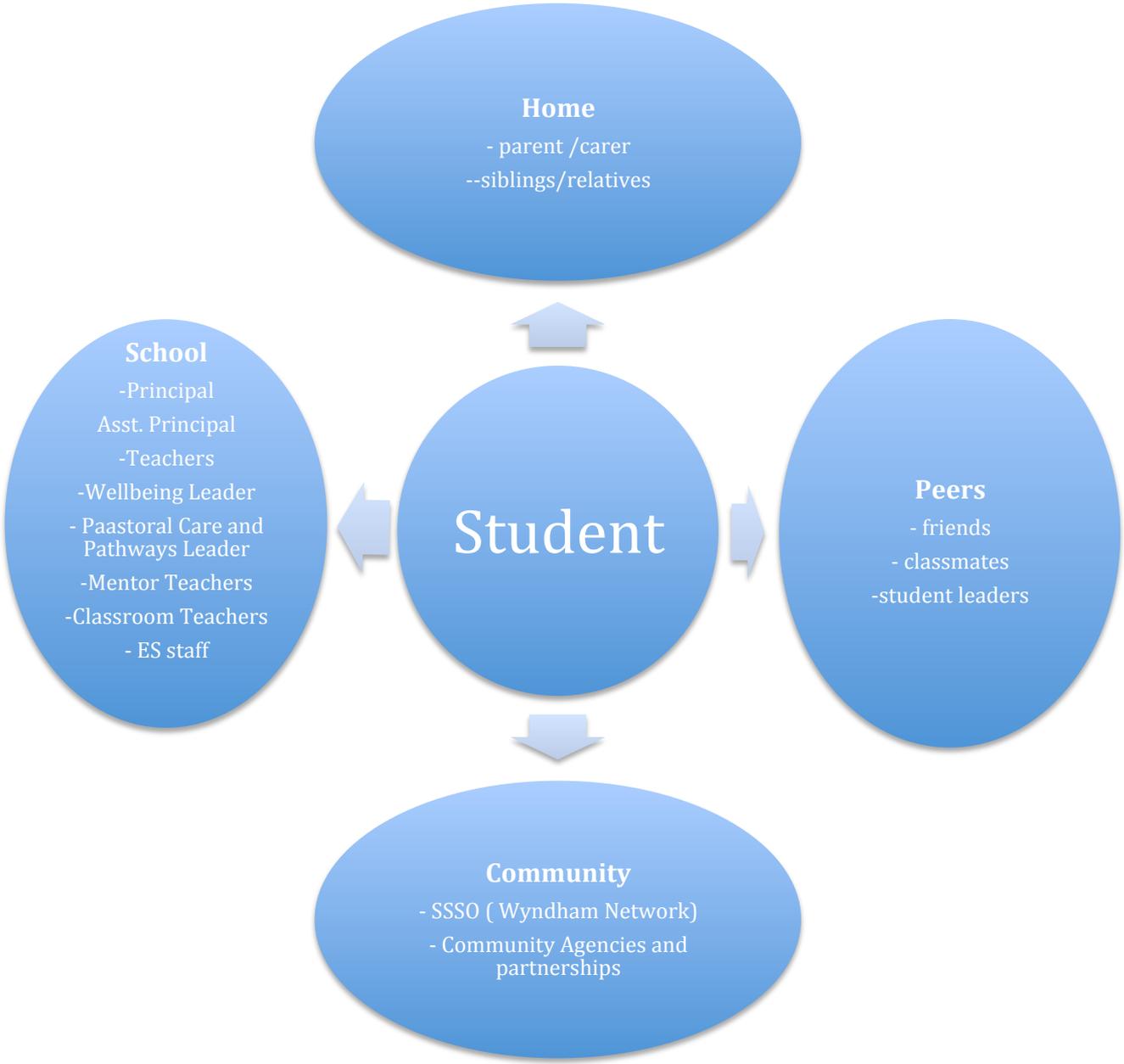
potential
• supporting parent(s)/carer(s) in making the transition from preschool to school, from primary to secondary school, and from school to higher education, training and employment
• involving parent(s)/carer(s) in programming and planning decisions through a support group.

Staff Support:
Strategies that promote student improvement for students with disabilities include:
• providing appropriate time for staff to develop learning environments that best develop a child's potential
• supporting staff in the transition of students
• awareness of a staged response and structure for student support groups
• ensuring the expertise of staff is maintained and developed through professional learning.

2.3 Support Network for Students

Home
- parent /carer
--siblings/relatives

School
-Principal
Asst. Principal
-Teachers
-Wellbeing Leader
- Paastoral Care and Pathways Leader
-Mentor Teachers
-Classroom Teachers
- ES staff

Student

Peers
- friends
- classmates
-student leaders

Community
- SSSO (Wyndham Network)
- Community Agencies and partnerships

3. Rights & Responsibilities

3.1 Rights & Responsibilities Statement

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The school's vision of creating a challenging learning environment that develops young people with active minds and ethical spirits who will be able to contribute wisdom, compassion, empathy, integrity and leadership are seen as key to the engagement and wellbeing of students and staff. Targeted and school wide focus is placed on establishing positive and respectful relationships between teachers, parents and students based on the development of a matrix of expected behaviours (see Appendix 2) that has input from all members of the school.

In all its interactions the school follows:
1.   *Equal Opportunity Act 1995-* aims to promote community recognition and acceptance of the equality of men and women, and the equality of all races, regardless of their religious or political convictions, their impairments, their sexual orientation or their age;
2.   *Victorian Charter of Human Rights and Responsibilities (2006- recognises* that all people are born free and equal in dignity and rights;
3.   *Disability Standards for Education Act 2005-* where a member of the school community with a disability is able to participate in the curriculum and use the facilities and services provided by the School.
4.   *Racial and Religious Tolerance Act 2001-* which makes it unlawful for individuals to vilify other persons on the grounds of religion or race.
5.   Sex Discrimination Act 1984- prohibits discrimination against people in the grounds of sex, marital status, pregnancy, or potential pregnancy.

The following policies are also implemented to ensure effective practice within the school community. (These policies will published on the college website, http://www.alamandacollege.vic.edu.au, see also Appendix 2)

- Anti- bullying and cyber bullying policy
- Uniform Policy
- Critical Incident Policy
- On-site supervision of students policy
- Communication Procedures Schedule Policy
- Duty of Care Policy
- Inclement Weather Policy
- Privacy Policy
- Acceptable use of Technology policy

Rights and Responsibilities of Students

Rights Students have a right to:	Responsibilities Students have a responsibility to:
• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program	• participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/Carers

Rights Parents/carers have a right to:	Responsibilities Parents/carers have a responsibility to:
• Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights Teachers have a right to:	Responsibilities Teachers have a responsibility to:
• Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	• Fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning.

3.2 Bullying and Harassment

Alamanda College is proactive in its approach to bullying and harassment using the Pastoral Care Program to build student resilience and to teach students about the expected behaviours at the school, how to respond to bullying as a bystander and what to do in cases of bullying.

The school's approach to bullying behaviours is to emphasise the behaviours and its triggers rather labelling students. Successful prevention of bullying behaviour is linked to teaching both adults and students: (a) what bullying looks like; (b) what to do before and when bullying behavior is observed; (c) how to teach others what to do and; (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

In responding to a bullying incident, a multi-level approach to bullying behaviours is taken:

Level 1.

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences,
- restorative questioning,
- think time detention,
- private conference,
- shared control discussion.

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to Year Level Coordinator/Mentor Teacher or Principal/Assistant Principal.

Level 2.

If the bullying or harassment continues or in instances of severe bullying or harassing, a referral should be made to the Year Level Coordinator/Mentor Teacher or Principal/Assistant Principal.

Here, the Year Level Coordinator/Mentor Teacher or Principal/Assistant Principal (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract,
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities,
- conduct a restorative conference separately with the perpetrator and "target".

Level 3.

For "at risk" students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual "strength building" plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values)

Level 4.

Students whose severe bullying or harassing behaviour resists school efforts and represent a significant threat to the safety and wellbeing referred to outside agencies for evaluation. Student welfare coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Note-The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Code of Conduct. Furthermore, the Principal may commence formal disciplinary action in line with '***Effective Schools are Engaging Schools - Student Engagement Policy Guidelines'*** *(DEECD)* at any stage in the process depending on contextual information relating to the severity of the bullying (including cyber bullying) and harassment.

Please refer to the Anti-Bullying & Anti-Harassment Policy in Appendix 2. This policy applies to bullying and harassment of students by other students and will be implemented according to *Student Engagement and Inclusion Guidelines (DEECD).*

4. Shared Expectations

Alamanda K-9 College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted as well as appropriate behaviors for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences. In this section the term "parent" refers to any person in whom primary responsibility for the day-to-day care of the student is placed.

4.1 Expectations and Responsibilities of Students

At Alamanda K-9 College we aim to have students willingly participate and engage in their education, so as to enhance their achievement levels and improve their attitudes. Our school is committed to cultivating positive working and social relationships throughout the school community.

All students will;
• respect, value and learn from the differences of others
• have high expectations that they can learn
• reflect on and learn from their own differences.

Strategies that promote student engagement at Alamanda K-9 College include;
• creating opportunities for students to think about what they are learning
• enabling students to collaborate with others to solve problems
• providing inspiration, encouragement and support for students through role models and mentors
• enhancing students' self-esteem, self-concepts and self-confidence as young people
• helping students develop life skills
• encouraging participation in activities that promote healthy and positive lifestyles.

Attendance:
All students are expected to come to school every school day throughout the year. (If students cannot attend their parent must provide a suitable explanation to the school).

Behaviour:
All students will;
• support each other's learning by behaving in a way that is curious and respectful
• have high expectations that they can learn
• be considerate and supportive of others
• demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
• understand that bullying, including cyber-bullying, violence, property damage, inappropriate language, dangerous behaviour, and disruption of the learning of other students is unacceptable.

4.2 Expectations and Responsibilities of Parent

At Alamanda K-9 College we aim to give parents the opportunity to participate and engage in their child's education. Our school is focused on creating positive partnerships between families to provide a strong connection that can help protect young people against a range of harms including those associated with drugs, emotional distress and problem behaviours.

The parent community will;
• support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
• help the school to provide student-centered responses by providing all relevant information to the school
• actively participate in supporting their child's learning by building a positive relationship with the school
• work with the school through attendance at teacher interviews/meetings and respond to communications in a timely manner.

Strategies that promote parent engagement at Alamanda K-9 College include;
• communicating regularly through school newsletters and website or Compass to facilitate two-way interaction.
• establishing quarterly workshops and/or joint professional development for staff and parents dealing with issues that may arise
• conducting parent conferences at least once a year, with follow-up where needed
• providing opportunities for parents to communicate with staff
• family learning projects that involve parents
• hosting recognition nights
• a telephone tree of the parents so that communication can occur

• communicating the importance of positive relationships between parents and their children
• linking parents to programs within the community that provide support services to families
• seeking and encouraging participation in decision-making that affects students
• providing information regarding how parents can foster learning at home, give appropriate assistance and provide constructive feedback
• an MOU between parents and teachers, including ways to arrange meetings
• involving parents in setting student goals and in planning for future education and/or careers
• showing appreciation for parent participation, and valuing their diverse contributions.

Attendance:
Parents are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents advise the school as soon as possible.

Behaviour:
Parents should understand the schools behavioral expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

4.3. Expectations and Responsibilities of the staff at Alamanda College

At Alamanda K-9 College we aim to create opportunities whereby participation and engagement in a child's education is embedded in our pedagogy, enabling students to enhance their achievement levels and improve their attitudes. Our school is focused on creating productive partnerships between community members to provide a strong connection that can help protect young people against a range of harms including those associated with drugs, emotional distress and problem behaviours.

The school leadership team will;
• uphold the right of every child to receive an education up to the compulsory age of schooling.
• ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
• identify the diversity of the school community and deliver teaching and learning, educational and extracurricular activities and community services inclusive and responsive to student needs.

The staff will;
• develop flexible pedagogical styles to engage different learners
• deliver curriculum and assessment that challenges and extends students learning
• develop positive relationships with students that promote engagement, wellbeing and learning
• provide opportunities for student voice developing a positive school culture.

Strategies that promote staff engagement at Alamanda K-9 College include;
• creating opportunities for decision-making processes that facilitate engagement; professional satisfaction and empowerment
• providing professional development that supports staff in meeting the diverse cognitive, emotional, and social needs of children and adolescents
• creating trusting and caring relationships that promote open communication among all members of the school community.

Attendance:
In compliance with Departmental procedures school staff will;
• promote regular attendance with all members of the school community
• monitor and follow up on absences.

Behaviour:
Alamanda K-9 College will support and promote positive behaviors by developing and implementing shared behavioral expectations with the school community through a staged response.

The school leadership team will;
• lead and promote preventative approaches to behavioral issues
• monitor the profile of behavior issues at the school and the effectiveness of implemented strategies
• provide professional development for staff to build their capacity to promote positive behaviors.

The staff will;
• use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students
• teach students social competencies through curriculum content and a pedagogical approach
• build a collegiate atmosphere to share strategies and reflect on one's own behavior management approach.

5. School Actions & Consequences

5.1 A Positive School Atmosphere

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

• establishing predictable, fair and democratic classrooms and school environments
• ensuring student participation in the development of classroom and wholeschool expectations
• providing personalised learning programs where appropriate for individual students
• consistently acknowledging all students
• empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
• providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

• understanding the student's background and needs
• ensuring a clear understanding of expectations by both students and teachers
• providing consistent school and classroom environments
• scaffolding the student's learning program.

Broader support strategies will include:

• involving and supporting the parents/carers,
• involving the wellbeing leader, managed individual pathways or careers coordinators
• tutoring/peer tutoring
• mentoring and/or counselling
• convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
• developing individualised flexible learning, behaviour or attendance plans
• providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
• involving community support agencies.

Travelling to and from school

Students must behave appropriately when travelling to and from school. If students behave in any way which discredits the school whilst travelling to or from school, the school may take action as per a normal breach of student conduct, general disciplinary procedures.

Uniform

The uniform policy applies during school hours, whilst traveling to and from school, and when students are on school excursion or representing the school. Students who consistently do not wear the correct uniform will be receive consequences such a recess or lunchtime detention.

Playing Areas

The Alamanda Reserve is available for use to the school during school hours. This may be used for active sport and games. The area across the front of the school is a quiet area which is not to be used for games or running.

Use of Buildings

For safety reasons students should closely observe the following:
- No running inside the buildings, through doorways, along verandas and balconies or up and down where there are stairways.
- At no time are students to be in a classroom, workshop or gymnasium, etc., unless accompanied by a teacher.

Use of lockers

The following rules have been drawn up to achieve the greatest possible security for students' property, and to ensure that the school operates as efficiently as possible.
- All students need to provide a combination type lock. A lock may be rented from the school.
- Students are not to go to lockers during class time unless they are given permission by a teacher or are supervised by a teacher.
- Students are not to go to lockers between periods, except as negotiated in Physical Education class.
- School bags are not to be taken to any class and must be left in the locker area.

Valuables

Students are strongly advised not to bring valuable items to school or keep them in their lockers. The school's insurance policy does not cover theft or loss of student items. The school therefore does not accept responsibility for loss or theft of items.

Electronic Gadgets

- Students are not permitted to bring mobile phones to class.
- IPods or mobile phones are not to be used in class.
- If mobile phones are brought to class, it must be surrendered to the teacher at the start of class and returned at the end of session.
- **Students and parents must sign the Acceptable Use Agreement for Technology**

Attendance

- Students shall be punctual and shall attend all classes.
- When students are sick and will be absent from school, parents are asked to telephone the school or inform the school through Compass.
- Students who are absent from school must provide a medical certificate or a written explanations from their parents or carers on the day of return and handed in to the General Office. This note must be clearly marked with the student's name and year level.
- Students shall not leave the school grounds during the day except on official school excursions, unless they obtain a leave pass from the Assistant Principal and sign the early leavers' book in the General Office.
- Students who arrive late to school must obtain a late pass from the General Office.
- Students who wish to leave a class for a purpose - such as going to lockers or toilets- require a pass from their teacher. Unless there are exceptional circumstances, eg. medical. Such written permission will only be given by relevant sub-school Assistant Principals and noted on Compass.

Rubbish and the Environment

- It is a whole school responsibility to keep school grounds and classrooms rubbish and graffiti free.
- If students are standing near rubbish, it is their responsibility to pick it up and put it in the bin.
- If a teacher requests that a student pick up rubbish, the student is to do so without argument.
- Rubbish pickers, buckets and gloves are available if required.
- Students are not to graffiti on school property and are required to report any instances to the General Office as soon as possible.

5.2 Preferred Classroom Management Practices

Procedures Within the Classroom

Teachers are strongly advised to give students a clear statement of their expectations concerning classroom behaviour, and to demand high standards of behaviour from students at all times. Action which may be taken by classroom teachers includes reprimands, warnings and isolation of students within the classroom, detentions organised by the teacher or extra work.

Classroom teachers may wish to contact parents directly upon consultation with the Assistant Principal/Principal. Students may be given a time out of the room for brief periods of time if the teacher can exercise appropriate supervision.

For more serious misconduct the student should be sent to the Principal, Assistant Principal. Where possible, a note should be sent with another (reliable) student with a brief account of the misconduct. In the secondary school, teachers may refer students to the Mentor teacher/ Year Level co-ordinators where the misconduct is serious or repeated. Co-ordinators and other relevant staff may be asked to give advice concerning appropriate classroom strategies.

Referral to Senior Staff and Incident Report

Students who are guilty of serious or repeated misconduct are normally reported to Mentor Teachers/Year Level Co-ordinators or the Assistant Principal. Where a year level co-ordinator is unavailable,or in cases of very serious misconduct, the Principal or Assistant Principal may be involved in the first instance. An incident report must be completed on Compass and added to the student profile. This is important in enabling the school to monitor students who may require extra support.

Sanctions available to year level co-ordinators/mentor teacher include:

- Discussion with student resulting in undertakings being made.
- Discussion with parents
- In some cases, referral to the assistant principal
- Conduct cards/behavior plan
- Removal from particular classes, or all classes for periods of time
- Detentions, including recall on student-free days.
- Suspension and expulsion, with the agreement of the Principal.

5.3 Consequences for Inappropriate Behaviours

Action which may be taken where the Engagement and Well-Being Policy is breached

Wherever possible, action will be taken to assist the student to achieve self-discipline and to assist with problems which may underlie the unacceptable behaviour. Where appropriate, action will be taken as a direct consequence of the misbehaviour; for example, persistent misbehaviour in a class may lead to withdrawal from the class. However, consequence may be required as a deterrent to the student and to other students, and to indicate to students that certain forms of behaviour are unacceptable at Alamanda College.

In general, teachers will deal with instances of unacceptable behaviour in the classroom but cases of persistent or extreme misconduct may be referred to year level co-ordinators (secondary school) . Year level co-ordinators are responsible for the general overview of discipline at their year level, while the Principal and Assistant Principal will exercise an overview of the discipline of the school as a whole and may be referred to in the most serious cases of misconduct.

Action to be taken following breaches of school rules may include:

- **Discussion** with student, advice to or discussion with parents, reference to guidance personnel, etc. It is school policy to advise parents of all serious or persistent breaches of school rules.
- **Change of seating plan** to help the student maximise learning time.
- **Student** considering ways in which they can **make ammends** for hurt or injury that they may have been responsible for.
- **Student researching/reading and reflecting** on issues surrounding breach.
- **Detention**, and the imposition of tasks which will benefit the school. Detentions may be given for up to half of any recess period and for up to one hour after school. Parents will be given notice of any after school detention at least one day in advance. In serious cases, students may be required to attend school on curriculum days.
- **Taking a student out of a school activity or situation**; for example, withdrawal from class, or exclusion from excursions or restriction of a student to certain parts of the school grounds.
- **Reparation** - the student may be required to make good some damage, clear up a mess which has been made, etc. When it can be established that damage has been caused by one or more individual students, the Principal may bill the student for all or part of the full cost of the repairs, depending on whether the student's actions were malicious, negligent or careless.
- **Suspension/Expulsion from school.**

Smoking and other Drugs
The following penalties are automatically imposed when students are caught smoking.

First Offence: Detention (clean up)
- warning and phone call to parent.
- Students required to reseach and make a written report on the negative effects of smoking.

Second Offence: Phone call to parents from the Assistant Principal and detention.
- More serious disciplinary action considered, including suspension.

Smoking in public, in school uniform

Immediate action will include notifying parents, suspension and written report.
Note : If a student or group of students is smoking, it is the responsibility of the other students to dissuade that student or walk away. Any student in the company of a smoker will be deemed to be smoking and liable to penalty. It is the responsibility of students not to remain with students who are smoking.

Alcohol and Drugs
- Cases involving alcohol or unprescribed drugs will be dealt with on an individual basis.
- Counselling will be offered to students but immediate penalties may include suspension or expulsion.
- Police may also need to be notified.

Detentions

These may be given by any member of staff for a breach of school rules including:
- Littering
- Out of bounds
- Perpetrating graffiti
- Smoking
- Inappropriate behavior
- Vandalism
- Failure to obey instruction
- Leaving the classroom without permission
- Using inappropriate language
- Non- submission of required work
- Wearing incorrect uniform
- Late for school/class

Mentor Teachers/ Year Level co-ordinators may give detentions for the following:
• Failure to provide absence notes
• Lateness to school/ class
• Acts of bullying or harassment
• Smoking
• Failure to follow a teacher's instructions. This could also incur suspension.

School detentions are organised Mondays through Thursdays after school. Students are placed on detention for breaches of school rules other than classroom misconduct. Teachers who wish to use detention to deal with classroom misconduct are expected to make their own arrangements. If teachers wish to give an afterschool detention, this is recorded on Compass, and a detention note is given to the student at least one day before the detention so that parents can be informed.

5.4   Discipline Procedures - Suspension and Expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

• Withdrawal of privileges
• Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.

• Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
• Convening of a support group (See Effective Schools are Engaging Schools – Student Engagement Policy Guidelines for process required).

Grounds for suspension

A student may, by order of the Principal, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:
• Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities; or
• Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or
• Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education; or
• Fails to comply with any reasonable and clearly communicated instruction of a Principal or staff member; or
• Consistently behaves in a manner that interferes with the educational opportunities of any other student or students; or
• Behaves in a way which threatens the good order of the school's program or facility; or
• Engages in unacceptable discriminatory behaviour (including harassment). This includes discriminatory behaviour towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.
The Principal may also suspend a student who is fifteen years of age, or older, if the student deliberately and consistently fails to take advantage of educational opportunities provided by the school.

Expulsion

The Principal can expel a student from the school if, whilst attending school or directly travelling to or from school or engaged in any school activity away from the school, including travel organised by the school:
• the student does anything mentioned under Grounds for Suspension (1) AND
• the student's behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behavior

REFERENCES

Effective Schools are Engaging Schools – Student Engagement Policy Guidelines
http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm

School Accountability and Improvement Framework
http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm

Effective Schools are Engaging Schools
http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf

Disability Standards for Education
http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm

Safe Schools http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm
http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm
http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm

Charter of Human Rights
http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm
http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act
http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm

Education and Training Reform Act 2006
http://www.education.vic.gov.au/about/directions/reviewleg.htm

VIT Teacher Code of Conduct
http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf